

**Virginia Tiered Systems of Supports (VTSS)
Professional Learnings**

Session 2

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*Implementing the Virginia Tiered System of Supports (VTSS): 1:00 pm - 4:00 pm
District/School-Level Action Planning*

(Continued from morning session)

Keynote by Dr. George Batsche
University of South Florida

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Dr. Cave: So not that much sooner, but, but so, so we want to get started, and, and continue. I've had several people come up to me during lunch and go this is terrific. But I want to know how to do this, and I want to know how to do it now. And I just want to reiterate that this is you all's first training, you and the VTSS cohorts and PBIS this is your, your first training. You will have a team of on site coaches working with your division to follow up everything that we're gonna do in the next two days and work with you on implementation. Then we'll have at least two more times where we bring all of you together for statewide training. And your onsite coaches will go work with your division and your school teams, so this is the beginning and you don't have to do it all at once. So just kind of, everybody exhale.

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Dr. Cave: Thanks goodness for that, just to, just to let you know you're on a journey with us and we're not gonna let you go that fast. With that George.

Dr. Batsche: I thought I had a break there for a minute. Okay we're gonna move, we're gonna move quickly so we can be sure to, to do some of the integrating things. Just for heads up instead of finishing at four we're gonna finish at quarter till, if that's okay. Is that gonna bother anybody?

Respondent: It bothers me.

Dr. Batsche: All right.

Respondent: My name is [Peter Stark ?] go look it up.

Dr. Batsche: What is, what is really strange is, and I didn't have time to problem solve it, and it doesn't matter but I checked my, my Delta app to see what time exactly my plane was leaving.

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Dr. Batsche: And I knew what time this was going to, and there is a 6:30 flight, and I'm 100 percent sure that's the flight I signed up for. And I looked and it's now five, so I don't know whether they switched me, they changed the time of the flight. I have no idea, but that's what happened. So I can't, fairy dust must have done it or something, I have no idea. I want to talk through a couple of things with you. We're gonna come back to this later, but I'm gonna give you a specific example. This is a first grade literacy standard from our Florida standards. It's one of a number of them, it's one of the anchor standards, so it's one that is spiraled throughout. We in our planning process to integrate academics and behavior we've developed a little algorithm.

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Dr. Batsche: We have the team circle the verbs, and put a rectangle around the nouns. The nouns is what kids are supposed to know, and the verbs are how they're supposed to do it. So that integrates the skills and the behavior to show that every standard has an academic skill and an academic behavior. That's a starting point, so the academic skills here would be stories, key details, understanding central message. The doing would be retell and demonstrate. Are we all on the same page? So for a kid to retell what would that kid's academic, what are some academic behaviors that kid would have to have while the lesson was being given in order to retell something?

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Dr. Batsche: What's one of the things they'd obviously have to do? Listen. But what if they're gonna retell it what would they have to do when they're listening? Comprehend, and what skills do, you see where we're going with this? And we have teachers say, a third of my kids can't listen. On a good day, then we'd say so is it, are they ready for this literacy standard, or are you gonna have to modify the way you instruct it in order to trigger the retelling? Because the lesson planning only focused on what the teachers were supposed to do, and not what the kids were supposed to do in response to that. So this is the first part of our lesson study, what are the academic skills and what are the academic behaviors?

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Dr. Batsche: And I can assure you that in our 3,500 schools in Florida that when lesson planning is done in every week people are saying in the same breath academic skills, academic behavior, it doesn't take long for people to get it. It didn't take three or four lesson planning meetings before that way of work and way of thinking changes. So that issue, this putting it in the planning step is critical. Also people have to understand I, I'm shocked at one level by sitting in on the planning meetings I sit on when somebody says what, what should kids be

doing while we're doing this? And people are like I don't know, it's like seriously? Well here academic, oh they should be listening. Or if they're confused what skill should they have? Ask a question.

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Dr. Batsche: None of my kids know how to ask questions, because the kids today they don't ask anything they just tell you what they're gonna do right. So now teachers are starting to get into the heads of kids as they're thinking about those instructional strategies. So let's go to demonstrate, name all the ways that you think a first grader could demonstrate the key details that, that combine to form a central message. What, what is obviously one way they could demonstrate this? What? Draw a picture, another way? Verbally say it. Another, act it out. Assume it wasn't the Return of the Ninjas story or something like that. So now think about this, you've just named three diverse ways.

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Dr. Batsche: The diverse ways would engage different students and you have students with disabilities who may not be able to verbally tell it but they can draw a picture. You have other kids that have no drawing skills and are future teachers of America and want to turn the two minute story into a twelve volume tome. They might want to write it. So when you say things like well, we're, how are we gonna do that? We're going to have them, they've been doing their oral daily language, we're gonna have them write out. What about the kids who can't write? The standard doesn't require writing. It requires demonstrating, so now you get people start thinking outside the box. Well we always have them write, well what if they can't? Well then they don't do very well. So it really starts to open people up when you take those verbs, you take the nouns and you put it into an academic skills and academic behavior.

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Dr. Batsche: So now let's have universal design, what's another way that kids can, instead of drawing a picture what is another way that can engage kids that might have some limitations to written language? What could they use? They could use an iPad. You'd be shocked what six year olds can do with iPads, both appropriate and inappropriate. So just this simple thing, this is our litmus test. When somebody says let's see how well they're doing MTSS and integrating academics and behavior would you come into our building and let us know? Yes absolutely. What do you want to see? I want to attend a lesson planning meeting. Because it all comes there, and if it's not there it ain't Friday Night Lights either.

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Dr. Batsche: So that's why I wanted to make this, this point about that. Are there any comments or questions? Welcome back and if you had the opportunity to read your green sheet you see that this follows that, that process. Okay, I want to show you, Juan can we do the, there you go the video, I want to show you a five minute video for two reasons. One is you're not at lunch, I don't know about you but that was not a carb free lunch. The carbs are turning into sugar, and the sugar is either gonna go and make you go to sleep depending upon how you tolerate glucose issues or at the very least it's gonna make you not want to pay attention to this afternoon. So if we watch a video it is a good way to start.

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Dr. Batsche: Let me tell you what this video is, and whether it will not resonate with you for one reason or another. We have been watching our new Florida standards, which is code for Common Core State Standards. Because we have some issues around that, people who enjoy drinking tea on the side of people enjoy drinking hard liquor I guess. But as an aside and this, this is telling the truth but it really isn't. We all wish, I was mentioning this to Regina, we all wish for education to play a prominent role in the election of presidents and be a national priority. Little did we ever expect that things like Common Core State Standards, and I'm not making one pointed statement or another here.

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Dr. Batsche: When Common Core, at least in Florida, became Obama-core to go with Obamacare all of a sudden it became the US Department of Education is trying to shove standards, they had nothing, they had nothing to do with it. So like everything else in the world not just education it's become politicized, so now we're having to skate around, there are things about the standards that are really good. They were never meant to be adopted hook line and sinker, but the Florida standards are common core state standards plus. So we've been training on it for three years. This is a video that we prepared, this is [Heather Diamond ?] she is one of my project leaders. She and I wrote the script. She is much more social acceptable so that's why she's on it. But I'm, and it is a video that every educator in Florida saw at the beginning of our Florida Standards Training.

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Dr. Batsche: Our standards were rolled out, it's, in this case it was common core until we switched it a year and something ago and switched it to the Florida Standards, which all states have which was the intent anyway. It's the Florida standards in a multi-tiered system of supports. Everything is multi-tiered system of supports, so this video was designed to say what is multi-tiered system of supports? How does it accommodate all kids? How do we look at engagement? How we look at lesson study, so that at the beginning of the training they had this

model in their head. So it's a short one. I want you to listen for words, and if you want to engage it you could write down words. If you hear words we've already talked about today like student engagement, behavior, academic skills, lesson study, lesson planning that type of stuff, and, and it should just pull the morning together.

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Dr. Batsche: That's the intent. Let's see what actually happens, and I want to make it full screen but I have to unplug it to do it. And it's--

[Video]

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Dr. Batsche: ...Who was that, to whom was that video clearly targeted? Which teachers? All of which? General education, at no point did she say for those of you delivering intensive and supplemental, it was everyone supporting the general education teacher.

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Dr. Batsche: That message was subtle but not so much as well, so MTSS is all about all the supports so kids are successful in core instruction. And that has to be set up from, what are your thoughts about the video? Did that pull together stuff from this morning? It was a frame that people thought about as they began their, their work, and then started doing the lesson study stuff. And we'll have you work, we're gonna be doing it. Heather by the way what I really would like to have this be a poster child for, Heather is actually, she was a classroom teacher for 12 years. And then she has been working on our projects already she's been working with me for about five or six. I don't know anybody except Heather Diamond who has been in education for 18 years and still looks like a 12 year old. The rest of us look like we're much older than we actually are.

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Dr. Batsche: Okay, we're gonna move quickly through a couple of things to take notes about, this is all about leadership. Can't do it without leaders, and my favorite other bumper sticker every system is perfectly aligned with the results

that it gets. How many of you here work in school improvement on some level or another? How many of you that are in school improvement, work with schools that have been in school improvement for two or three years? There you go, so if you do this applies to your work. Because if you're in school improvement for more than a couple of years you absolutely have a highly effective and efficient system for producing lousy results. It is not a random act that schools in school improvement are doing it so well. Effectiveness and efficiency is separate from outcome.

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Dr. Batsche: If somebody is doing this and year after year producing poor results they're doing that really really well. And you have to try to change something that is being done well because everybody's habits and behaviors are aligned with the results that they get. This is a culture change. Schools that are in school improvement have been in the culture of poor performance, because they're aligned to produce poor performance. So this systems approach to this, the idea that you can go in with a few interventions and fix something that is perfectly aligned for the results it's getting is, is an arduous task. And that's true with high performing too.

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Dr. Batsche: So if you don't like your results then change your structures. You have to break the alignment, and that is not often an easy process. So how do we do it? It's organized by a plan. It's driven by professional development. It's supported by coaching and technical assistance, and it's informed by data. And something that I don't have up here, and I probably should, but it wasn't, we, we can only talk about a few things today. How many of you are, work with professional development a lot, I know some PLC work? The National Development Council has now been changed, what's the national title of it? What? Yes, Learning Forward, everything is forward right? And that's so confusing, because from the National, you got that and you go to Learning Forward we get it. Yeah, but you gotta be at least a standard deviation above the mean to, to get what that means. They talk about you want to change stuff, you're looking at knowledge, skills, dispositions and practices.

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Dr. Batsche: And all of that has to be addressed in effective professional development and evaluated. So if we look at this professional development would be the knowledge and skills. The purpose of coaching, technical assistance and mentoring is to deal with the dispositions and the practices. That is the mechanism where you go from knowledge and skills to implementation, and having a mentor, having a coach, having support as you adjust around your belief

changes, the thinking changes. So it's not, I hate to see drop-in coaching, drop-in technical assistance, we have coaches, what is your goal? The goal is to move from the knowledge and skills and into the practice, and be there to help calibrate the dispositions.

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Dr. Batsche: So this has to be very focused, and everything is driven by data. An example that I was talking with Cynthia about earlier, I'll give you one example here and then move on. We had a four year training program in MTSS, five days a year it, there was, it was two, one, one, one. It went for four years. School-based leadership teams were the target. We had all the instructional modules. It was done face to face. We did belief assessments, practice assessments, skill assessments, satisfaction, all those things that are available to you if you choose to do it we, we have those and give Cynthia the website and the SurveyMonkey places and what have you. We started looking at the data, and let's say that, let's say that everybody in this room is in day one of year one. There is a certain amount of content, we then give you assessments, some at the beginning of the day some at the end.

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Dr. Batsche: At the end of every day there were skill assessments, how well can you do what the target of today was? And since this was very skill focused, so then we graded those assessments. And if we had a certain range, 85 percent with no one less than 80 percent we moved forward with the curriculum. We were so proud of ourselves. We thought we were just like these pedagogical geniuses, and we're hitting on all cylinders. I had like ten graduate students, graduate assistants who were scoring all of these assessments so that they got the feedback within 24 hours. I mean all of the good stuff you're supposed to do, and we went marching on to victory. But the other thing we did was once the skills got going in that first year sent out people to actually observe them doing this in their building, knowledge and skills to practice.

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Dr. Batsche: And we went from an 85 percent accuracy rate during training to a 35 percent accuracy rate on implementation. The drift, the implementation drift was huge. So we did two things, we went back and changed the way we did training, and we changed the focus of our coaching and technical assistance. We targeted it towards the behaviors that drifted. Why would we provide coaching and technical assistance for something that didn't drift if the transfer from training to practice was fine? So we started getting very strategic with our coaching and technical assistance, and it really focused on data based decision making.

Learning how to make decisions with data, not collect them, not graph them, but use them. That was the Achilles heel, so those are the four critical components.

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Dr. Batsche: We do consensus, you've already talked about consensus, buy-in, putting the infrastructure in place and implementing. Here is basically what, the infrastructure is all the tools you need. Consensus is believing it's the right thing to do, it's a shared vision, it's buy in. So imagine if you really really want to use something and you didn't have the tools to do it you couldn't implement it right? What if you had a brand new toolkit, for Christmas is coming up? Home Depot is a big place to go shopping for some people. Some of you may get Home Depot gifts that might smack of home improvement expectations. What if you don't want to do home improvement? You can have the best drill, the best miter board, and you're unwrapping them, and you're inside voice is saying well whatever.

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Dr. Batsche: You can buy the post-it notes with the letters on it now, okay. So it's this balance between buy-in and having the infrastructure to implement. So here is the guideline, never try to implement what you don't have the buy-in and the infrastructure to do. If you don't have data systems to do something don't implement it as if you do. Don't outrun your coverage. The infrastructure supports are really the responsibility of the district, and the building insuring that they pull those infrastructures down to the school. So if you don't have enough training time, if you don't have enough coaching, if you don't have the data system, if you don't have the technology, what if you don't have your decision rules made. What does good response to intervention, when do you fade instruction, when do you start thinning a schedule of reinforcement?

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Dr. Batsche: What are the rules for that? That can't be carried around in peoples' heads. We develop something called the G-tips, the guiding tools for the implementation of problem solving. All these rules are in there because you have to have protocols for people to do this so that regardless of where the kid goes to school the same thing happens. So that infrastructure is really important. You can implement anytime you have the desire and the tool to do it. Just don't try to implement something if one of those is missing. Take your time to put it in place first. I'm not gonna throw the Virginia Department of Education under the bus here, but they can play a really important role. And that is in providing not only all the supports that they're providing, but when appropriate guidelines, regulations, and statutory and funding changes.

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Dr. Batsche: You're shifting to a new model of schooling. I'm gonna tell you what's gonna happen, and I don't know if you're on the Rtl list serve or not. But in the last two weeks a good friend of mine who used to be assistant secretary of education, how many of you know Bob Pasternack? Some of you may know Bob, anyway he sent out some data on special education numbers and changes. Every state has their own, so then states started chiming in what's happened over the last 10 years. SLD is down a lot, in Florida SLD is down almost 50 percent. Nationally it's down about 21 percent. Everything in Florida is down with the exception of what? Autism, spectrum disorders and they're just all over the place. That's a goofy goofy graph, it's up down, up down, up down. So now all of a sudden your numbers are changing because of this.

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Dr. Batsche: Numbers are tied to funding. Funding follows kids, so states that haven't adjusted their funding formulas for this new way of schooling all of a sudden the state might have the money but they don't have the tube to put it down because the tube no longer exists or it got narrowed. So early intervening monies, we've used those tremendously that 15 percent, shift them to early education because we're doing more early intervention, we're doing more intensive intervention and intensive intervention before special education is prevention. So that's another issue that you have to think about. When you change the model you change the relationship between the dollars and the model. That's where the SEA has to be a full partner here, and there are two people by the way I'm speaking to district leaders now, there are two people who must be on your district leadership team.

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Dr. Batsche: Every meeting you have, one of those is your CFO or the person acting in that category, chief financial person. And the other person is don't have a meeting without your IT person there. You can't bring them in later. IT people are interesting, they're wonderful, they're awesome, but they are out there and they're out in a silo. They're out in a computer room, and they're used to taking prescriptions we need these data, these data. You're now gonna start asking them to generate data, we'll see it in a moment, they're not used to doing. If they don't understand the why of it and they're not in it conceptually you're gonna be doing battles with them to set up data systems. Because the early warning system, centralizing behavioral data, tying it to academics, they don't do that. They don't even know about that stuff.

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Dr. Batsche: So they have to be at the table, I'll give you one quick example. December 4th I'm having a meeting with the district leadership team that we're

targeting that needs help in doing this stuff because they're behaving badly. And the IT person wasn't there, and he kept coming up with an old data set. So the Deputy Superintendent finally said, okay well go get so and so. So and so walks in to the room, I'm trying to avoid a gender thing but there is no, I can't, I can't figure the words to keep it gender neutral so I'm gonna say she okay. She walks into the room literally with the superintendent, deputy superintendent, god and the apostles are there okay. And she walks into the room, closes, does her arms and says, I have things to do I don't have time for this why do you, why did you call me here? And I'm just, I'm just going like how much longer is she gonna live? Where is the missile going to come from?

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Dr. Batsche: She had no idea that what was happening here is changing the way the school district is doing business. Because she wasn't included in any of, anything. And I'll tell you what that is no an unusual occurrence, not that obnoxious. But the idea that they're clueless, or these are the data we have you're welcome to have them, just let me know how you want them, but don't ask them for anything they don't have. And don't ask them to add data elements, so the basis of, of, of, of VTSS is data based decision making. If your data aren't accessible they are not of the appropriate quality, and there are not decision rules about how to use them, you cannot do VTSS. It is the heart and the brain of the system, so they have to be there. Okay, why have past initiatives failed? You can look at all those reasons, the number one reason is consensus.

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Dr. Batsche: Critical elements, these are the critical elements, common language common understanding, school and district infrastructure, the problem solving process, data sources and matrix, how we deliver the goods, and evaluating the outcomes, so I'm gonna blast through we've already, we talked about so much of this that we're not gonna have to go through these in any order. But I'm gonna ask you to do a little tabletop for each of these elements. And I'm gonna ask you to identify what you think are your top two priorities that you would have to do, what would you have to do to get common language understanding, to get data systems, to get this okay? So be thinking as I go through this about oh my gosh, we don't have that we need that. Pre-K-12 alignment, MTSS, VTSS, and I'm sorry that I can't, I keep saying M.

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Dr. Batsche: But that's generic, this is pre-K-12. The same model works pre-K-12 there are no differences conceptually there are no differences structurally. There are differences in types of data, where the data come from, timeline things, so there is logistical differences. But the idea that well we need a different model at

the high school, no you don't. You absolutely do not, so if you train appropriately without getting down to the logistics a single training can be pre-K through 12. And there are some things that you can look at here. The high school, what drives high school education? One word, did I hear schedule? Who rules high schools?

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Dr. Batsche: Did I hear counselors? So think about this, I'll say this once and we'll skip over the other references to it. Academic engaged time is the best predictor of student growth. What organizes time in a school? The what? The schedule, therefore the schedule has to reflect the model. If it doesn't and you have the same old schedule you will never implement VTSS. And I'll give you some examples of schedules before the end of the day. A working definition, you have one, we've already gone over it. There is a document that you can access on, on those websites I gave you, which is our common language, common understanding document.

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Dr. Batsche: It took PBS, UDL, and Rtl a year, one full year to come to agreement on all of the terms. Formative assessment for PBS meant one thing, for the academic people it meant something else we needed a single definition. Yes, and on the, the state MTSS website is a video that is generic, except I think it may say Florida a couple of times, for parents. And the, it is directed to parents, and the goal of it is to have parents come away knowing what types of things to expect, but more importantly what types of things to ask at a problem solving, data-based problem solving school.

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Dr. Batsche: And it's up there it's for a parent video, okay so you can find it. It's on the, it's on the florida-Rtl.org website. That was the second one. This MTSS common language common understanding is also available, so for example let me tell you a big difference between behavioral use of, behavior peoples' use of something and academic peoples' use of something. Let's talk about progress monitoring, the behavioral approach to progress monitoring has no time limits associated with it. They have all these crazy rules like five baseline points, that's just, that's taken from a body part okay. There is all sorts of things about baseline, it has to do with the frequency of the behavior, it has to do with the number of opportunities. It has to do with the stability of the, all of this kind of stuff. So we don't want rules that are so tight that they only apply to one thing. On the academic side we have a strong guideline put out by the Florida Center for Reading Research.

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Dr. Batsche: That you do not make modifications to instruction with data any more frequently than 20 days of instruction. Because of the variability in the assessments, the time for kids to get traction with the learning. So when the behavior side came to this they're like well, you do progress monitoring under these rules. And the academic people said, no you do them under these rules. So we had to develop rules that both sides could integrate in. And that's what this document does. It's not about one side or the other, and we, it's not about us. It's about our stakeholders, schools, teaches, leadership teams, parents. So it may on the surface seem okay. When you get down in the weeds you're gonna have some talking to do around some points, not all of them.

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Dr. Batsche: What are the characteristics of effective schools, interesting the characteristics comprise the critical elements of your Virginia Tiered Systems of Supports. These are the elements strong leadership, and, and if we had time this is a study done by Liz Crawford and, and, and Torgesen where we had a ton of schools that were low performing. A significant number of those schools within a two year period of time moved out of low performing, yet had the same demographics as the ones that didn't. They sent in focus groups, data collection to say if the schools were dealing with the same kids, same teacher characteristics, same socio-economic status, same building size etcetera, etcetera, how come of them improved and the other ones didn't? And so they identified very specific reasons why.

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Dr. Batsche: And it fell into those categories, so I'll give you an example of leadership. In the schools that improved the building principal could look at a kid, first of all knew the kid's name and second knew the kid's data. What's your first name? Peter, so I would say hey Peter it's good to see you this morning, instead of saying oh did you check out that game last night? Or blah, blah, blah, glad it's your, you made one bus ride without getting a referral, you know, whatever the case might be. I would say, I was talking to your teacher the other day and I heard that that extra instruction that we're giving you, that you're doing better in your seatwork. It's awesome. Those two characteristics, knows the kid's data, knows the kid's name, can link the two and make some kind of connection for the kid. One other is positive belief and teacher dedication.

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Dr. Batsche: That was measured and wait till I finish the conversation before you go oh, that was measured by how many minutes on average the teachers stayed after they were allowed to leave at the end of the day. It was less than 20 minutes in the schools that did not improve, and it was almost 90 minutes in the

schools that did. That research study resulted in Florida giving districts the option of one day a week having an early release by an hour and a half for teachers to do planning, collaborative planning, data review and what have you. Because although it was called teacher dedication and positive beliefs it also could be that in one building the teachers had to get home to take care of kids. There is a lot of reasons why you don't stay after school, and not being dedicated is not one of them.

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Dr. Batsche: But what it did say is that the teachers in the schools that improved had more time to work together to do stuff than the teachers in the schools that didn't. So that resulted in a state change for options for having early release, so on Wednesday's districts can release at two o'clock. Some do it every Wednesday, some do it every other Wednesday, but they go that option to do that. And the rest of the time is still considered instructional time for students, because what they do relates to instruction for students. So there was no loss of, no violation of state statutes or anything else. Huh? Well they had their regular days and stuff, but tended to be done for bigger issues. The other thing and, and the union got involved in this, good, good that they did. They could do no professional development on the early release days.

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Dr. Batsche: It was for teachers to doing PLCs, doing data review, people couldn't snatch that time away. The other days you can snatch away, so this was protected time. So if, if you, we've talked about every one of those things, the schedule etcetera. So this is perfectly aligned with the effective schools research, so what we want to come across and say to people that we're working with is look, doing this is like a frame. There are four sides to the frame. All we're gonna give you is the frame, you put the picture in it. The four sides of the frame, three tiers of service delivery, use and regular review of data, the fact that you actually modify instruction with the data, and you integrate it across the tiers. That's all you're required to do. Everything else is local district control, local school control. So the picture you put the frame is here, and by the way there are no more than three tiers.

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Dr. Batsche: If you have more than three tiers you're not only weird, you're freaking weird. And the reason I say that is because 96 percent of school districts in the United States have a three tiered system, so if you like being the odd person out go for it. But it doesn't work here, because senior administrators think about this, the tiers of service deliver, the more you have the more you have to service. We have very few resources as it is, why do you want to create more

tiers that you have to resource? And plus there is no evidence to show that it's more effective. The problem solving process, we already talked about that, we talked about the other. So I would like you to skip this for right now. I, cause there is a few more slides, and we've already talked about them, and I just wanna, to move to the think, pair, share.

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Dr. Batsche: We've already talked about academic engaged time. We've talked about standard based instruction, essential elements instruction I just mention that because we use it frequently. When kids get behind we go to one of two places, the standards or the next grade level teaching team, what's your first name? Gwen, you're covered up there by your thing. So let's say that Gwen represents, I can't read it anyway I don't have my glasses. Let's say Gwen represents a fourth grade team, I'm a third grade teacher. I've got six kids who are behind, I'm gonna come and say Gwen, I've got six kids that are behind. I've got three and a half months left. Here's what they need to learn, here is what we have left, you tell me what is absolutely critical for you to have them know and be able to do when they come to fourth grade, and I'm gonna ditch the rest of it, so it's essential or critical elements.

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Dr. Batsche: So that the fourth grade team is looking for certain things, and I don't want this kid to have a lot of something you're not looking for and not a lot of something you are looking for. And the next team knows best because they know those standards best. That's what essential elements instruction is about. Rate of growth, everything is rate of growth in this model, so we ditch terms like discrepancy. The kid is two and a half years behind, no. What rate of growth does the kid have to have to close the gap? Because until the gap is closed the kid will be behind, so being behind is okay if the kid's on the trend line or the closure line. Make sense? But teachers don't get that, teachers think they have to have kids at grade level.

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Dr. Batsche: Parents don't get, but my kid's behind. Yes, but your kid will be caught up in 18 months. But they're behind now. Yes, they are. And then before they say it again you say it, they are behind. But they're on track for catching up. And if we had more time I'd put you through an exercise, but you don't need it. Remember if you're behind right you have to start running as fast as the kids in front of you not to get behind-er, and then you have to start running faster than all the kids in front of you to catch up. So struggling learners who are behind have to out perform kids who are not in order to catch up. So the gap, the amount of closure will dictate the possibility that a kid will catch up.

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Dr. Batsche: And truth be told for a kid in fifth grade who is behind more than two years there is a seven percent chance they will ever catch up. So because of that our building principals, every one of them at the elementary level has a warning flag for anybody who is between a half a year and a year. And the minute a kid is more than a year behind that kid goes into intensive interventions today, does not pass go, does not work their way up the triangle. Goes into getting absolutely everything because once they cross the two year mark they're toast. You might as well watch them go poof. So that year issue triggers all hands on deck, and anybody hanging around that level is watched very carefully.

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Dr. Batsche: Because of the rate of growth issue, Fuchs and Fuchs, Doug and Lynn tell us in a good MTSS system where everything is working perfectly you can close the rate by a half a year to three-quarters of a year for every year in school. And that's if you are pounding on all cylinders, so imagine a kid who is only two years behind in the fourth grade with pounding on all cylinders can close the gap, a two year gap, at half a year every year. How many years is it gonna take a fourth grader to close only a two year gap? Four years, at which time in between they transition to middle school. You gotta be sure everything is aligned, blah, blah, blah. So a kid who is only behind two years, we think we can catch them up. No you can't. I'm sorry. You may catch up one or two of them. If you have ten percent of your building, twenty percent of your building, this is not an intensive intervention issue.

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Dr. Batsche: This is change core instruction time because you don't have enough nets to catch what's falling in the river. So these data give this sense of urgency for early warning systems. I want to know coming out of kindergarten who is likely to be behind in that transition from third to fourth, from mechanics to semantics. Because once the kid self-identifies it's usually too late. So that's this rate of growth is, is huge. So are we all on the same page with this? So I would like for you with everything that we've just talked about, problem solving, multi-tiered systems, decision rules, common definitions, academic engaged time, focusing on rate of growth, early intervention, all of those things that describe this process, identify by yourself the two areas that you think you're going to have to focus on the most to get consensus in your world.

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Dr. Batsche: And then share it with each other, and I'll give you five minutes to do that. [Tape cuts] It's a website that was on the first slide, and there is a technical manual. If you go to that website and click on technical manual that has all of our

tools, and they're not Florida specific, all of our tools to assess consensus. If you choose to measure consensus building and sustaining as you go through this. So this is your first critical element, and it should help you identify what works you have to do around consensus. So we just started this conversation, take it home. And we'll take a break in about 15 minutes.

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Dr. Batsche: District and school infrastructure, I'm gonna do this quickly because hopefully you understand it. Raise your hand if you don't. You can't ask the school to operate in a certain way to integrate, to plan together, and to operate as a team if at the district office you're in silos. So I'm gonna throw out some things for you to think about, and I'm gonna do it in a pejorative kind of way. Why in heaven's name is special ed. not under curriculum in the central office? Why? If everything title, special Ed. alt. Ed. everybody has to do is focused on instruction why are they in separate buildings?

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Dr. Batsche: And as your, as your assistant superintendent for curriculum is doing stuff, and you have 30 percent of your kids in intensive intervention, supplement, alt. Ed. and special Ed. and your district is planning for only 60 or 70 percent of the kids in the district, and then asking those other people to figure out how to translate it for the other 30 or 40 percent, that's crazy. So the district should be organized in a way that everything that's done for all kids reflects all kids being considered at the get go. Now that doesn't mean you don't have to have a director of special Ed. for your district, and you know why you have a director of special Ed.? It's to keep you out of jail. And if you think it has anything to do with curriculum or effective pedagogy you keep drinking the drink, smoking the smoke or taking the medication.

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Dr. Batsche: It is keep my butt out of jail, keep me away from hearing officers, keep me away from 504 court meetings. It is not about instruction. The kids don't need that protection. You do. The kids need instruction. So take a good look at your district, and say, are we talking and aligning ourselves in a way that instruction is a unified delivery plan across a multi-tiered system? If not, you're gonna have to put your tier three over in the place where your intensive instruction people are. You're gonna have to put your tier two over in your title program area, and now you got everything in the district just dealing with core instruction. And by the way as you're passing new policies for your school board how are you going to have tier three instructional plans that allows for kids to get an extra 90 minutes of reading a day and not violate the distributed education requirements of your district policy?

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Dr. Batsche: So now the school boards are gonna have to start thinking of policies in the context of all students. Special Ed. has never been considered, ever. It's because special Ed. has a pass. Special Ed. has their own regulations, and you're only gonna go to jail if they violate those regulations. So special Ed. has never entered into this because they have these separate regulations. But the separate regulations are to ensure their rights not to diminish their instruction. And rights and laws and instruction and pedagogy are different, so the district organization has to deal with that. Implementing VTSS it's pretty simple, district has to provide the leadership, the opportunity, professional development, some of those infrastructure things like data systems.

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Dr. Batsche: And, and, and organize the district around this, so and that's what's in all of these things here and I'm not gonna go through them. So let me tell you how there are three ways that districts implement VTSS. One, they don't do it. Number two, they embrace it fully and say this is school reform, and you know what number three is? The most insidious of all, they tell schools you can go ahead and do that if you like. And we'll support you, but the district never changes anything they do. They hang schools out to dry. And if those schools are, that you let them do that is not for morale building, motivational issues and you intend to have all of the schools doing it.

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Dr. Batsche: Then how come the district isn't making the changes while those pilot schools are doing it at the district level that would be necessary to sustain it at the district level? So we have that non-interference, that would be awesome. We're gonna allow three of our schools this year to become VTSS pilot schools, but we are not gonna do anything to change. So then when you go to scale up it scales up as far as the existing district policies allow and it shuts down. District has to lead this folks, it has to be led by the district. So you can retake a look at some of these slides. If you read them you'll totally understand them. So let's now go to the school infrastructure.

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Dr. Batsche: The school has to have a school-based leadership team that is responsible for monitoring all data for all kids at least three times a year, the health and wellness check. How are we doing? Are fewer kids at risk in January than were at risk in, in October? We set goals. We have a goal. We don't always meet it, but here is our goal, 97 percent of all kids will come out of kindergarten at or above first grade literacy standards, end of discussion. Inability to read is the number one killer in school. I don't care what your personal preferences are. I

don't care if you're a bigger math person than a reading person, reading is the Holy Grail until we change how we instruct. And any gap in kindergarten widens all the way to 12th grade, we've known that for 100 years. So if you want to minimize what happens out here don't start it here.

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Dr. Batsche: Kindergarten they have to know the least, I mean come on. Letter sounds, initial sounds, segmentation, being able to comprehend stuff that is read to them. Being, I mean it, the least range of skills is in kindergarten. If we can't get it together there how are we gonna, we're gonna say to first grade not only do have to send them to second grade with all the first grade skills but we didn't really get to the last three months of kindergarten. Can you pick it up for us? And then you, you got one of that, but now there are two behind from them and two behind from you. You got to the second grade class, say you know, we got rid of one of those months but it cost us another month. They're really four months behind now coming to you, can you pick it up a little? The answer is no. You can deal with how many kids in your district will your supplemental and intensive instruction fix? That's how much drift you can permit each year.

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Dr. Batsche: Because if it's more than you can fix you're, that's where the kids are coming out, the exhaust. And typically on a high functioning district you can fix 20 percent of your kids with supplemental and intensive, max. So core instruction has to be effective for 80 percent of your kids, that's the bottom line. We don't say that, we say 97 percent and let it drift down to 80. If you have supplemental and intensive instruction, and for the superintendents, district people, etcetera go back to your budget, go back to your numbers in your district, and I will tell you, I'll bet you a month's paycheck I'm within five percent either way, 80 percent of your budget goes to core instruction. Bus seats, bus drivers, classrooms, teachers, books, desks, floor space, air conditioning, heating, support staff, 80 percent goes to core instruction.

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Dr. Batsche: Twenty percent of your personnel that are instructional personnel at the most are allocated for supplemental and intensive instruction. If you have more than 20 percent of your kids that need that you're asking 20 percent of your staff to fix 30 or 40 percent of your kids. That will not work. That's why this is a return on investment model. So we budget this way. We align our resources. We look at what percentage of our kids need supplemental and need intensive. If we're going to resource it can we do it? Well for the most part you don't start pulling up general Ed. teachers to follow kids who are casualties of core instruction, so you have the same number of people up here and you keep

adding more kids to them. Here is a gut check, how many kids does an SLD teacher have on their roster and is it more than the classroom the kid came from?

01:04:00

Dr. Batsche: The answer is probably yes. How is that working? Remember tier two and tier three is fed by tier one. So we look at that model at the district level, where are our kids? Where are our resources? And as you get into this I'm gonna, I know this will confuse you but just humor me for a moment. We had, there is no district I've ever worked with that has the resources to provide intensive services to more than three to five percent of their kids, maybe six, and have those kids hit benchmarks. You can provide services to all sorts of kids if you don't expect them to hit benchmarks. That's why NCLB ruled it, ruined everybody's life. NCLB basically said outcomes matter not the service you give.

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Dr. Batsche: So the amount of resources it takes to get that three to six percent of kids to hit proficiency is enormous because of their needs. You take four percent, take, take six percent away from 20, and how much percent do you have left? Twenty minus six is, fourteen thank you. You, if you can't add, subtract, multiply and divide that's a problem with Rtl but just get a computer, just get a handheld computer it's fine. Now I'm gonna amp it up, I'm looking at this table since you distracted me and got my attention you're gonna, this is the price you're gonna pay. Fourteen is what percent of 20? They must be an elementary district they can't do math, 70 exactly don't go to your calculator don't do that. I see somebody, oh, okay. It's, it is 70, it is 70, so here is the issue. If 20 percent of your kids are not being successful in core and you only have the resources to deal successfully with six percent of your kids in tier three, tier two has to be effective for 70 percent of the kids.

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Dr. Batsche: Identify what percent of your kids are getting tier two services, what percent of those are proficient? That will give you your effectiveness rating for tier two, and I guarantee you it's not 70 percent. So what was in tier two now goes to tier three, and the triangle becomes an hourglass, and the resources don't follow it. And the kids up here start make, don't make proficiency. It's the allocation of these resources to effort that is critical, so 80 percent for tier one, 70 percent for tier two are the effectiveness levels that will give you a balance for how most districts have resourced themselves. Otherwise you're gonna need fewer teachers in general education and more in supplemental education.

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Dr. Batsche: Does that make sense? But those are the kinds of data at the district level we look at. We look at the district overall and then we apply those algorithms to every school. So every three months the school has their meeting, looks at their health and wellness. That, those data go to the district. The district team sits down and looks at the overall health and wellness of the district, not by grade level, not, just what percent of our kids are making it? And is it more than last time? Then you break it down by level, by school, by grade level as far as you want. If you at the district, and I, I don't even know what district this is but you just look like a district table so. If the district does not know where and what the problems are that's how schools end up in school improvement.

01:08:00

Dr. Batsche: School improvement is a district asleep at the wheel. You should have predicted it, and if you didn't why not? So two to three years ago we moved all of our school improvement efforts in Florida from the school to the district. Because what was happening was the schools that we were working on school improvement with uniformly across the state were outperforming the other schools in the district. But as we were working to get these schools off the list what was happening in the district behind our backs? More schools were coming on, and we're like what? And it was because the district was not doing their job. They were like school improvement is here, we're here from the state, we're here to help you. Great fix them. So the district has to have the capacity once they ate their young to spit them back up and fix them.

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Dr. Batsche: And then prevent it from happening in the future with early warning systems and district level. So Chuck I don't know what your job is, but let's say that you're supervising principals or something like that. And that you're elementary supervisor, hopefully not. Hopefully you have vertical these elementary schools fit into a middle school, fit into a high school and you have people following vertical articulation. But let's say you're an elementary principal, three weeks after the school days data review you have a meeting with all your principals. And you're reviewing everybody's data, and you are not throwing people under the bus you are shining the light on them, okay. And it's frank discussion, because if you have an elementary building that is not doing that middle school principal is like stop. Don't them come, fix them.

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Dr. Batsche: Because beyond elementary low performing schools are often the result of districting patterns. A school can be created as low performing based upon how it moves its elementary kids into buildings. It may not be the building that's low performing. You're putting all your low performing kids in one building

cause of how you flow your kids. That, all of this that I just talked about is the district's responsibility, and we do district training for this separately from school training. Because the things you have to deal with are different than the schools have to deal with, same idea but bigger picture, bigger picture. So the school-based leadership team, school-based coaching if you have it we don't say coaches we say coaching. And we say coaching because everybody should be a coach sometimes. Who has skills beyond their assignment?

01:11:00

Dr. Batsche: Identify them, if you need help with a particular data system, if you need help with a particular reading program so and so, Cynthia is here to deal with, she is the expert in the building on Wilson's Foundations. So she is the Wilson's Foundations coach. You don't get any extra money for it, it's just your expertise. Okay, it's sharing with the community. There has to be a master calendar, because the master calendar determines how people plan for things like data days. The school schedule is part of that, and we constantly have to evaluate. So the function of the school-based leadership team is to say how are things going? If they're not going well we need to move directly into problem solving. If they are going well then we need to promote what it is that is going well. They are not the child study team. Their first responsibility is health and wellness of the building.

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Dr. Batsche: Because if the building gets healthier what's gonna happen for individual kids who might be at risk? It's better. Remember there are three factors that determine the effectiveness of special education programs. The most important one is special education programs are most effective when they are in buildings with highly effective core instruction. The effectiveness of special education is dependent on core instruction. Special Ed. can't fix core instruction. So here are some things that you can look at later about principal's role, and I think all of these are self-explanatory.

01:13:00

Dr. Batsche: We have general guidelines for principals. We have general guidelines for the core skills that all staff have to know. Your school-based, our model was we trained school-based leadership teams they trained the school. So these are the things that, and we'll see some of these as we play out later this afternoon. So here is a question for you to ask yourselves when you get back home. Have you laid out in a VTSS model roles, responsibilities and, and expectations for district and school level people within this model? So based upon the leadership discussion and the structure of districts and schools what are the top, the first two, the most important things that you think you have to address

in moving to this model around the structure of districts and schools? I'll give you five minutes and then we're gonna take a break.